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Dear Common Core Implementer,

I don't know about you, but I'm finding that there's TOO MUCH information on what to do, what to use and how to assess it with the Common Core Standards. It's overwhelming!

But if you know me, you know that I'm always looking for ways to help cut through the mire and muck of those overly complicated processes in education - it just doesn't have to be confusing! This surely doesn't mean that I'm "dumbing it down" or over-simplifying, it just means that I'm highly motivated to get information and practices, like the Common Core, into the hands of teachers and in turn, in the hands of kids.

I've seen teachers get really excited when they find a resource that they can literally use tomorrow in their classrooms. And that's why we created this "grab and go" guide for you.

Print it. And go use it with students tomorrow.

The research on the Common Core and the practices behind it strongly support that text dependent questions and questioning techniques are central to students deeply reading, understanding, discussing and writing about highly complex text. By posing text-dependent questions, you require students to:

- Root their responses in the text they're reading
- Rely upon their 'close reading' skills in their responses
- Move beyond simple recall to deep analysis of text
- Continually refer to what they've read, not just background or outside sources
- Read and manage increasingly difficult pieces of text

Make no mistake: These aren't wimpy kind of questions! And using these frames will require you to do some prep to adjust them for the text you're using, but the results will knock your socks off!

I believe that our success with the Common Core will come one step at a time...and this is a very important start!

With love!

Jill

Oh and P.S.: I would love to keep in touch with you – come visit me on Facebook at www.facebook.com/jacksonconsulting and tell me how your text dependent questions are working!

How to Use This Resource

Close Reading mirrors how the Reading Informational Text (RI) and Reading Literature (RL) Standards are designed. Close Reading consists of three steps: First Read, Second Read, Third Read. Each step has a particular focus.

First Read focus

- Standards 1-3 (Getting the gist of the text)

Second Read focus

- Standards 4-6 (Focusing on how the text is organized)

Third Read focus

- Standards 7-9 (Focusing on making connections between texts and making deeper meaning)

During each Read, you should plan to ask questions that relate to the particular focus for that band of Standards. For example, if I am in a First Read of a piece of text, I will focus on designing text dependent questions that relate to Standards RI/RL.1, RI/RL.2 or RI/RL.3.

Text dependent questions and responses are the underpinning habits for Close Reading. Without text dependent questions, our Close Reading is not very powerful. So, our goal is to simultaneously organize Close Reading lessons with text dependent questions that require text dependent responses. This resource was designed to make it simpler for you to do this!

Your 100 Text Dependent Questions document is organized in two parts:

- Questions for Literature (RL.1-9), which begins on page 4
- Questions for Informational Text (RI.1-9), which begins on page 11

Each part is organized into three sections:

- Read 1 Questions
- Read 2 Questions
- Read 3 Questions

All that's left is to get started! I suggest that you begin by taking a look at the current questions that you use and analyze whether they are text dependent or not. If they are, then keep those questions. If they aren't, rewrite them in the spirit of this resource. Finally, add in a few more text dependent questions along the way!

Literature (RL.1-9)

Read 1 Questions (RL.1-3)

1	Reread page _____. What does the author want the reader to understand about _____ character at the end of the story?	Reread page 199. What does the author want the reader to understand about Max’s character at the end of the story?
2	How did _____ feel about _____? What words did the author use to indicate this?	How did Ricky feel about Rob moving away at the end of the year? What words did the author use to indicate this?
3	How did _____ feel when she _____? Cite evidence from the text.	How did Jane feel when she didn’t get the part in the play? Cite evidence from the text.
4	Reread page _____. Using the text, highlight or identify two problems that arose and how these problems change the characters' _____.	Reread page 61. Sarah and Helen wanted to sell lemonade on Sunday. Using the text, highlight or identify two problems that arose and how these problems changed the characters’ opinion on friendship.
5	Where did _____ get _____ and why? (page ____)	Where did Jake get the baseball and why? (page 8)
6	Cite evidence from the text that tells you that _____. Give two examples that the author gives. (page ____)	Cite evidence from the text that tells you that Jake likes the game of baseball. Give two examples that the author gives. (page 10)
7	Describe how _____. (page ____)	Describe how the neighbor responds to Alice bringing her cookies. (page 13)
8	Why does _____ mumble _____. (page __)	Why does Sue mumble “Not again!”? (page 71)
9	What detail does the author include that shows _____? (page ____)	What detail does the author include that shows the children were sorry they broke the window? (page 331)
10	What is _____ reaction when _____? Cite evidence from the text. (page ____)	What is Mark’s reaction when his son came home with a terrible report card? Cite evidence from the text. (page 140)
11	What does _____ do to let you know she is _____? Cite evidence from the text. (page ____)	What does the teacher do to let you know she is angry at the class? Cite evidence from the text. (page 211)
12	How does _____ feel when _____? How does the author help the reader know _____ feelings? (page ____)	How does Julia feel when she finds out her friends were talking about her? How does the author help the reader know Julia’s feelings? (page 29)
13	How do you know that _____? (page ____)	How do you know that Bill didn’t want Amy to be on the football team? (page 56)

14	How does the author describe _____?	How does the author describe the dress Lisa wore to the dance?
15	_____ means _____. Using evidence from the text, why _____? (pages _____)	<i>Huddle</i> means to crowd together. Using evidence from the text, why does the family huddle together in the corner of the room during the tornado? (pages 90-91)
16	Reread page _____. What happened _____?	Reread page 67. What happened to the glass vase on the counter?
17	On page ____, _____ cries out, “_____?” Why does _____ say this?	On page 102, Marie cries out, “Don’t show your face around here again?” Why does she say this?

Read 2 Questions (RL.4-6)

18	The title of this story is _____. Explain which words from the title indicate _____.	The title of this story is <i>Clifford's Big Adventure</i> . Explain which words in the title indicate Clifford had a busy day.
19	What phrase did the author use to describe _____? Explain in your own words what that phrase means.	What phrase did the author use to describe Miss Nelson's class? Explain in your own words what that phrase means.
20	Why would the author use the simile on page ____ to describe _____? Simile: "_____."	Why would the author use the simile on page 90 to describe how Shelia saw the incident in the hallway? Simile: "Shelia didn't see what happened in the hallway because she was as blind as a bat."
21	How does the author let you know the story shifts back from _____ to the present time of the story?	How does the author let you know the story shifts back from 1950 to the present time of the story?
22	What does the word _____ mean in the _____ sentence on page _____. Why does the author choose that word instead of "_____" or "_____?"	What does the word <i>humanely</i> mean in the second sentence on page 5? Why does the author choose that words instead of "kind" or "good?"
23	What is the problem on page ____? List all the ways the setting impacts the problem.	What is the problem on page 36? List all the ways the setting impacts the problem.
24	Why did the author use and repeat the words "_____?"	Why did the author use and repeat the words "Hip Hip Hooray?"
25	At the _____, the author tells us _____. What was the purpose of this detail?	At the end of this true story, the author tells us that the mom looked in the store as she walked by. What was the purpose of this detail?
26	Reread page _____. Describe why the author used _____ to describe _____.	Reread page 72. Describe why the author used <i>vivacious</i> to describe John.
27	Read _____ on page _____. What does the word _____ mean? Can the word _____ be used in another way?	Read the 3rd paragraph on page 62. What does the word <i>curtail</i> mean? Can the word <i>curtail</i> be used in another way?
28	Does the word _____ in the _____ sentence of the story mean "_____" or "_____?" How do you know? (page ____)	Does the word <i>crane</i> in the first sentence of the story mean "a bird" or "a machine used to move large objects?" How do you know? (page ____)
29	What language tells us _____ is the narrator? Use evidence from the text to support your answer.	What language tells us Janelle is the narrator? Use evidence from the text to support your answer.

30	Reread the ____ paragraph on page ____ . What words and phrases does the author use to help you see _____?	Reread the second paragraph on page 62. What words and phrases does the author use to help you see the hot air balloon flying in the air?
31	The story is told by _____. What details in the story suggest that _____ might have been there?	The story is told by a third person narrator. What details in the story suggest that the narrator, Josiah, might have been there?
32	What is the setting of the play _____? What information does _____ give about the story during the explanation of the setting?	What is the setting of the play <i>Romeo and Juliette</i> ? What information does Shakespeare give about the story during the explanation of the setting?
33	Look at the illustrations on page ____ . Why did the author and illustrator _____?	Look at the illustrations on page 54. Why did the author and illustrator introduce all the characters before the story began?
34	At the end of the story the author writes, “_____.” Explain in your own words what ____ means by this statement.	At the end of the story the author writes, “We were all lucky to have spent the summer on the ranch.” Explain in your own words what she means by this statement.

Read 3 Questions (RL.7-9)

35	Today we had a chance to listen to an audio of the selection _____ – how did the _____ audio help you better understand what you read in this chapter? Give specific examples from the text and the audio.	Today we had a chance to listen to an audio of the selection “James and the Giant Peach” – how did the dramatic audio help you better understand what you read in this chapter? Give specific examples from the text and the audio.
36	Both of the pieces of text we read, _____ and _____, were about _____. How did each of the pieces of text highlight different experiences that the characters had?	Both of the pieces of text that we read, “The Mystery of The River Gooch” and “Arnie’s Account of the River Gooch,” were about the River. How did each of the pieces of text highlight different experiences that the characters had on the river?
37	The illustrator used _____ in her rendering of _____. How did the illustration _____ help you understand the mood of the story even more?	The illustrator used very dark and dreary colors in her rendering of the city. How did the illustration of the city help you understand the mood of the story even more?
38	When we watched _____, what did you notice was different from what you’d read _____? Give examples from both _____ and _____ to support your answer.	When we watched the 5 minute video of the fight between Foster and Sutter during the last baseball game of the season, what did you notice was different from what you’d read about the fight? Give examples from both the text and the video to support your answer.
39	This week we read two different accounts of _____. Specifically, how were the accounts different and how were they similar? Did the author approach writing the text in the same way? How do you know?	This week we read two different accounts of <i>Hansel and Gretel</i> . Specifically, how were the accounts different and how were they similar? Did the author approach writing the text in the same way? How do you know?
40	We are on our _____ book by _____ in his series _____. By this time, we are seeing a pattern in his writing and development of the characters. Detail how the characters and _____ writing have changed throughout the _____ by giving specific examples from the text.	We are on our third book by Marcus Heidelberg in his series on werewolves. By this time, we are seeing a pattern in his writing and development of the characters. Detail how the characters and Heidelberg’s writing have changed throughout the first three books by giving specific examples from the text.
41	The themes in the _____ we’ve read by _____ are very similar. Share three examples of similarities in the stories.	The themes in the three short stories we’ve read by John Longo are very similar. Share three examples of similarities in the stories.

42	In our two pieces of text from the _____, we see that the authors deal differently with the topic of _____. Give examples from both texts as to the authors' views.	In our two pieces of text from the Renaissance period, we see that the authors deal differently with the topic of women. Give examples from both texts as to the authors' views.
43	_____ gives _____ references to the Bible in the scene that we just read. Name the three Biblical references and how these references deepen the meaning within the scene.	Shakespeare gives three references to the Bible in the scene that we just read. Name the three Biblical references and how these references deepen the meaning within the scene.
44	When you analyze the artist's rendering of this infamous scene from the text and the actual text itself, what are similarities and differences? Give vivid examples from the text and the art piece in your response.	
45	Analyze the illustrations on pages __ and __ and determine how including them within the text helps enhance _____.	Analyze the illustrations on pages 75 and 76 and determine how including them within the text helps enhance the depth of unhappiness of John.
46	As we analyze the two pieces of text we've read, we realize that both are focused on _____. Giving specifics from both pieces of text, analyze how the idea of _____ is represented in both texts, noting similarities and differences.	As we analyze the two pieces of text we've read, we realize that both are focused on a man's journey from despair to conquering. Giving specifics from both pieces of text, analyze how the idea of "a man's journey" is represented in both texts, noting similarities and differences.
47	We've read the traditional story of _____ and parts of the non-traditional _____. Detail how both accounts of the same story are similar and different, paying close attention to the development of the characters within the _____.	We've read the traditional story of <i>The Wizard of Oz</i> and parts of the non-traditional musical <i>Wicked</i> . Detail how both accounts of the same story are similar and different, paying close attention to the development of the characters within the first half.
48	Use the illustrations on pages _____ and the key events _____ to describe the _____ characters: _____.	Use the illustrations on pages 14-17 and the key events during the bridge scene in Paris to describe the three characters: Thomas, Ravelle and Shalo.
49	Imagine that this text did not have illustrations. What important information about _____ would you be missing? Give specific examples from the text and illustrations.	Imagine that this text did not have illustrations. What important information about Tomas and Yellow would you be missing? Give specific examples from the text and illustrations.

<p>50</p>	<p>As you listened to the _____, _____, which was inspired by our _____, how did your understanding of _____ view of _____ change? Did the _____ better help you understand _____?</p>	<p>As you listened to the song, "The World is Love" which was inspired by our short story, how did your understanding of Sharone's view of the world change? Did the song better help you understand how much Sharone had overcome?</p>
<p>51</p>	<p>When we read the reader's theater form of _____ how did the stage directions enhance your knowledge _____? Did the stage directions help you read between the lines and infer differently?</p>	<p>When we read the reader's theater form of "The Mermaid Queen," how did the stage directions enhance your knowledge of the characters of Sarahbeth, Saraanne and Sarajoe? Did the stage directions help you read between the lines and infer differently?</p>

Informational Text (RI.1-9)

Read 1 Questions (RI.1-3)

52	How are _____ different from _____? (pages __ and ___)	How are trees that grow in cooler climates different from trees that grow in warmer climates? (pages 84 and 92)
53	What does the author tell us about _____? Why is he telling us this now?	What does the author tell us about how Pluto was determined to no longer be a planet? Why is he telling us this now?
54	Earlier in the text the author told us that _____. Why is this information significant to the facts that follow?	Earlier in the text the author told us that the journey took 3 months by wagon. Why is this information significant to the facts that follow?
55	Compare _____ to _____. What important details in the text help you compare and contrast?	Compare the journey traveling across the county in a wagon to the journey traveling across the country by car. What important details in the text help you compare and contrast?
56	Describe the difference between _____ and _____. How does this _____? (page_____)	Describe the difference between living on an island and living in the mountains. How does this help you compare and contrast the two places? (page_____)
57	What does the author tell us about _____?	What does the author tell us about how Michael Jordan prepared for a game?
58	On pages ____ the author mentions “_____.” What was it and how was it used _____?	On pages 54-55 the author mentions “a hidden treasure chest.” What was it and how was it used on the ship?
59	Reread pages _____. What is the importance of the author’s reference to _____? How did it impact _____?	Reread pages 48-49. What is the importance of the author’s reference to the time of year? How did it impact what the children did outside?
60	The author writes that _____. Give at least three _____ listed on page _____.	The author writes that there are many different ways to travel. Give at least three forms of transportation listed on page 113.
61	Reread the first paragraph on page _____. Give two examples from the text of something that is similar in _____.	Reread the first paragraph on page 47. Give two examples from the text of something that is similar in governments within Africa.

<p>62</p>	<p>Look on page ____ and notice the heading “_____.” What does the author mean by “_____?” Give three examples of _____.</p>	<p>Look on page 89 and notice the heading “The End of the Civil War.” What does the author mean by “The End of the Civil War?” Give three examples of what Lincoln did to bring the war to an end.</p>
<p>63</p>	<p>Look at _____ in the photographs on pages _____. Now look at _____ in the photographs on page _____. Write one way _____ on these pages are alike and one way they are different. Explain how the author lets you know this.</p>	<p>Look at the animals in the photographs on pages 27-32. Now look at the animals in the photographs on page 47. Write one way the animals on these pages are alike and one way they are different. Explain how the author lets you know this.</p>
<p>64</p>	<p>In your own words, describe the _____ ideas that the author develops in _____.</p>	<p>In your own words, describe the two ideas that the author develops in “Recycling is Trash.”</p>
<p>65</p>	<p>The author gives three main points about _____ – what are they? The author also makes _____ suggestions about _____, but requires the reader to infer. What were those additional two suggestions?</p>	<p>The author gives three main points about how the “West Was Won” – what are they? The author also makes two suggestions about how the West was won, but requires the reader to infer. What were those additional two suggestions?</p>
<p>66</p>	<p>Let’s analyze _____ in detail. How did the author introduce _____? How did the author provide specific details that help you picture _____? What kinds of examples did the author give/use to help you thoroughly understand it?</p>	<p>Let’s analyze the Battle Royale in detail. How did the author introduce the Battle? How did the author provide specific details that help you picture the Battle? What kinds of examples did the author give/use to help you thoroughly understand it?</p>
<p>67</p>	<p>The author says _____ within the first few paragraphs. How does the author develop this idea throughout the text?</p>	<p>The author says “The shuttle was not properly prepared for this type of weather system,” within the first few paragraphs. How does the author develop this idea throughout the text?</p>
<p>68</p>	<p>How does the author’s use of two different examples (_____) help you more deeply understand prejudice in schools?</p>	<p>How does the author’s use of two different examples (one American and one African) help you more deeply understand prejudice in schools?</p>

Read 2 Questions (RI.4-6)

69	Why did the author spend all of page ___ explaining _____. Yet, he only takes one paragraph to explain _____. If both are important to the selection, then why the difference?	Why did the author spend all of page 180 explaining photosynthesis. Yet, he only takes one paragraph to explain migration. If both are important to the selection, then why the difference?
70	Why do you suppose the author chose a _____ and a _____ to share this information about _____. Would you have chosen a different form to share the same information? Why or why not?	Why do you suppose the author chose a chart and a map to share this information about the aging process of trees. Would you have chosen a different form to share the same information? Why or why not?
71	Why are the words at the top of page ___ printed in large, dark type? (page ___)	
72	What can we learn from the map and the text on page___? After looking at the map, how can you tell _____?	What can we learn from the map and the text on page 32? After looking at the map, how can you tell where the Oregon Trail began?
73	_____ means _____. What did it mean when _____? (page. ___)	<i>Crude</i> means in a natural or raw state. What did it mean when the author described Abe Lincoln’s house as a crude log cabin in Kentucky? (page 26)
74	How does the picture on page ____, help the reader understand _____?	How does the picture on page 12, help the reader understand Abraham Lincoln’s childhood home?
75	What does the word “_____” mean in _____? Why did he choose this particular word, do you think?	What does the word <i>proposition</i> mean in Abraham Lincoln’s Gettysburg Address? Why did he choose this particular word, do you think?
76	In informational text, an author usually breaks the text into small sections. Above each section he places a heading to tell what the section will be about. There are _____ headings in _____. List all of the headings used on pages _____, and explain how they are related to the title _____.	In informational text, an author usually breaks the text into small sections. Above each section he places a heading to tell what the section will be about. There are ten headings in <i>Jackie Robinson</i> . List all of the headings used on pages 92-104, and explain how they are related to the title <i>Jackie Robinson</i> .
77	Look at the photographs on page _____. Notice that each photograph has words under it. These words are called captions. Explain the purpose of captions. Why is it important to read the captions in this selection?	Look at the photographs on page 184. Notice that each photograph has words under it. These words are called captions. Explain the purpose of captions. Why is it important to read the captions in this selection?

78	Look at the photograph on page _____. How do you know _____?	Look at the photograph on page 18. How do you know that the athlete in the picture has played their sport for a long time?
79	Using the illustration and the text on page _____, explain in your own words the term “_____”.	Using the illustration and the text on page 45, explain in your own words the term <i>hypocrite</i> .
80	In the caption and the text on page _____, the author uses the phrase “_____.” What _____? Why does the author use this phrase under the heading “_____?”	In the caption and the text on page 101, the author uses the phrase “training camps.” What are training camps? Why does the author use this phrase under the heading “Where They Train?”
81	The author uses figurative language to describe _____ when she says “_____.” Why is the use of this language important?	The author uses figurative language to describe the Battle when she says “they were as hot as a pistol when they lost the first Battle.” Why is the use of this language important?
82	The author chose to organize this article in a _____ style by giving a little information from _____ and then _____. How does this style of writing help you understand _____ more clearly? Would you recommend to the author that he use a different organizational structure?	The author chose to organize this article in a flashback style by giving a little information from current age and then flashing back to the 17 th century. How does this style of writing help you understand waste management more clearly? Would you recommend to the author that he use a different organizational structure?
83	On page ____, there are _____ that _____. Analyze the language the author uses in these _____ and how the style of language _____. Why do you think that she did this?	On page 119, there are three paragraphs right at the top that are the game-changers in laying out the idea for the Olympic Games in Sochi. Analyze the language the author uses in these paragraphs and how her style of language changed. Why do you think that she did this?
84	I want you to read between the lines a bit now. What do you believe the author’s point of view on _____ is? What, in the text, gives you this insight?	I want you to read between the lines a bit now. What do you believe the author’s point of view on thinning out herds in New Mexico is? What, in the text, gives you this insight?
85	The authors used a _____ page _____. Why do you think this _____ was chosen to highlight the information in _____?	The authors used a call-out box of a blog response to the air disaster on page 473. Why do you think this biased call-out box was chosen to highlight the information in “Air Disasters in the 21 st Century?”

Read 3 Questions (RI.7-9)

86	As you analyze _____ on page ____, how does this information help you better understand the process _____?	As you analyze the diagram on page 105 called “Trends in Global Warming That Results in Ice Cap Loss,” how does this information help you better understand the process of global warming?
87	What three reasons does the author give in concluding _____?”	What three reasons does the author give in concluding that “recycling programs are not as important as they were in the 1990s?”
89	We have read the article on _____ and we’ve also watched the _____. Give three similarities and two differences in the perspectives on the topics between the two sources.	We have read the article on the extinction of gray wolves and we’ve also watched the documentary, “Gray Wolves: The Next Extinction?” Give three similarities and two differences in the perspectives on the topics between the two sources.
90	Think about our prompt: _____. Which of the sources we’ve reviewed (the video interview, the audio interview or our article on manufacturing) was the best source for gathering information quickly? Support your answer with examples from all three sources.	Think about our prompt: Sailing is an inefficient mode of transportation for importers and manufacturers. Which of the sources we’ve reviewed (the video interview, the audio interview or our article on manufacturing) was the best source for gathering information quickly? Support your answer with examples from all three sources.
91	I notice that the author chose to use _____ as his mode of organizing our selection _____. Analyze and give specific examples of how _____ was a good choice for organizing the text. What other form of writing could _____ have used in presenting this information in a more effective way?	I notice that the author chose to use cause and effect as his mode of organizing our selection on the effects of population growth in China. Analyze and give specific examples of how cause and effect was a good choice for organizing the text. What other form of writing could Johnson have used in presenting this information in a more effective way?
92	You are going to prepare a 30 second speech on the topic of _____. Using the _____ and our two articles on _____, create a who/what/when/where/why/how/conclusion on the topic of _____. Be sure to cite specific answers in your speech.	You are going to prepare a 30 second speech on the topic of “Nutrition programs in schools and why they work.” Using the PBS video commentary and our two articles on nutrition that we read last week, create a who/what/when/where/why/how/conclusion on the topic of nutrition in schools. Be sure to cite specific answers in your speech.

<p>93</p>	<p>Reread the portion of _____ on pages ____ of the text. While you read, notice how the _____ was constructed around the _____ reasons _____. Why did the _____ author and _____ construct the speech around these specific reasons, do you think?</p>	<p>Reread the portion of JFK’s speech on pages 59-61 of the text. While you read, notice how the speech was constructed around the three reasons he believed that economy structure needed to change. Why did the speech author and JFK construct the speech around these specific reasons, do you think?</p>
<p>94</p>	<p>Make a simple T-chart. On one side of the chart, write “similarities” and on the other, write “differences.” As you read through the two pieces of text from this week on the _____, detail how the two sources are similar and different. You will have three specific examples of each when you have completed your chart.</p>	<p>Make a simple T-chart. On one side of the chart, write “similarities” and on the other, write “differences.” As you read through the two pieces of text from this week on the Solomon Islands eco-system breakthrough, detail how the two sources are similar and different. You will have three specific examples of each when you have completed your chart.</p>
<p>95</p>	<p>You are charged with becoming very familiar with the topic of “_____.” In order to familiarize yourself with the topic and sub-topics, you will need to create a simple cause and effect graphic that takes into account at least three different sources. You will choose 1 journal article, 1 news report and 1 form of alternative media (audio, visual, video, etc.). You will be responsible for expert-level sharing of your information within your group tomorrow.</p>	<p>You are charged with becoming very familiar with the topic of “Global Warming and the Effects of Recycling Programs.” In order to familiarize yourself with the topic and sub-topics, you will need to create a simple cause and effect graphic that takes into account at least three different sources. You will choose 1 journal article, 1 news report and 1 form of alternative media (audio, visual, video, etc.). You will be responsible for expert-level sharing of your information within your group tomorrow.</p>
<p>96</p>	<p>Your job is to answer this question: _____? In order to analyze this, you will need to outline his arguments and moves in the speech found on pages _____. Once you outline _____ arguments and moves, you will analyze by asking yourself these questions: Is the argument in a logical progression? Are each of the points supported by details and facts? Do the points make sense in light of the other points? Am I swayed in my thinking, based upon what I’ve read?</p>	<p>Your job is to answer this question: Was Hussein’s argument valid or invalid in his speech on April 2nd? In order to analyze this, you will need to outline his arguments and moves in the speech found on pages 104-106. Once you outline his arguments and moves, you will analyze by asking yourself these questions: Is the argument in a logical progression? Are each of the points supported by details and facts? Do the points make sense in light of the other points? Am I swayed in my thinking, based upon what I’ve read?</p>

97	<p>We are going to be reading two news accounts on the _____. One article is a _____ and one article is from _____. They completely oppose one another in their _____. As you analyze the text, what are examples of where the accounts converge and where they differ? Are the differences in the facts of the accounts or the analysis of the accounts?</p>	<p>We are going to be reading two news accounts on the Malaysia Air disaster. One article is a blog from a pilot and one article is from CNN.com. They completely oppose one another in their theory of what happened to the plane and whether there was terrorist activity. As you analyze the text, what are examples of where the accounts converge and where they differ? Are the differences in the facts of the accounts or the analysis of the accounts?</p>
98	<p>We are going to do some analysis of two forms of _____. Our first form is the _____ and the second is a _____. When we're done listening to both, we will analyze the advantages and disadvantages of both forms and determine, giving very specific details from the text, which was more effective in _____.</p>	<p>We are going to do some analysis of two forms of JFK's speech about the welfare system in the USA. Our first form is the written speech and the second is a very grainy audio of the same speech. When we're done listening to both, we will analyze the advantages and disadvantages of both forms and determine, giving very specific details from the text, which was more effective in educating and persuading us on the topic of the welfare system.</p>
99	<p>Take a look at the discourse between _____ in the opposing speeches they gave in _____. As you reread the text on pages _____, notice what information _____ shared that was relevant to making their points and what appeared to be irrelevant. Analyze why you think the speech writers included both.</p>	<p>Take a look at the discourse between Gorbachev and Reagan in the opposing speeches they gave in August of that year. As you reread the text on pages 168-189, notice what information Gorbachev and Reagan shared that was relevant to making their points and what appeared to be irrelevant. Analyze why you think the speech writers included both.</p>
100	<p>Let's reread pages _____ and take a look at how the author presents the _____. As you reflect on the previous article we read, what do you notice about how the same facts are manipulated by both authors to prove different points. What are some examples of this?</p>	<p>Let's reread pages 56-58 and take a look at how the author presents the Cold War facts. As you reflect on the previous article we read, what do you notice about how the same facts are manipulated by both authors to prove different points. What are some examples of this?</p>